



## Farnborough Grange Nursery and Infant School – Curriculum Progression

### Design Technology

#### Curriculum Expectations

##### Early Years (Expressive Arts & Design)

##### **Birth to three (Development Matters)**

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

##### **3-4 years old (Development Matters)**

- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures

##### **Reception (Development Matters)**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills

##### **Early Learning Goals – end of Reception**

##### Creating with Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

##### KS1

##### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

##### **Cooking and nutrition**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

## Progression of Skills and Key Vocabulary

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Design</b>	<p><b>Design</b></p> <p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p><b>Design</b></p> <p>Explore different colours and textures.</p> <p>Develop their own ideas for their design</p> <p>Understand how to create collaboratively, sharing ideas, resources and skills</p>	<p><b>Design:</b></p> <p>Develop design ideas, communicating these verbally and through pictures.</p> <p>Develop ideas through observing and researching existing products</p>	<p><b>Design:</b></p> <p>Develop design ideas, considering a target group, communicating these through labelled diagrams.</p> <p>Develop ideas through observing and researching existing products.</p> <p>Identify simple design criteria, which they should adhere to.</p>
	<p><i>design, different</i></p>	<p><i>colour, texture</i></p>	<p><i>design ideas, existing,</i></p>	<p><i>target group, diagram, research, criteria</i></p>

<b>Make</b>	<p><b>Make</b></p> <p>0-3: Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials</p> <p>3-4: Join different materials and explore different textures.</p>	<p><b>Make</b></p> <p>Join different materials with a range of different textures.</p> <p>Select suitable materials and tools to be able to create their design from the teacher selected range of items.</p> <p>Use tools, such as scissors, safely and with purpose.</p>	<p><b>Make:</b></p> <p>Make their design using suitable tools, materials and techniques explaining the choices they have made.</p> <p>With help measure, mark, cut and shape a range of materials.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p><b>Make:</b></p> <p>Begin to independently select tools and materials, using technical vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use tools safely and appropriately.</p> <p>Assemble, join and combine materials.</p> <p>Choose appropriate finishing techniques.</p>
	<i>make, join</i>	<i>material, tool</i>	<i>measure, mark, combine</i>	<i>Technical names of selected tools and materials, measure, score, assemble</i>
<b>Evaluate</b>	<p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p> <p>3-4: Develop their own ideas and then decide which materials to use to express them.</p>	<p><b>Evaluate</b></p> <p>Explain what they have created.</p>	<p><b>Evaluate</b></p> <p>Evaluate their product, identifying strengths and possible changes they might make.</p>	<p><b>Evaluate</b></p> <p>Evaluate against their design criteria, identifying strengths and improvements as well as how well it worked.</p>

	<i>better, improve</i>	<i>explain</i>	<i>strengths, changes</i>	<i>Strengths, improvements</i>
<b>Technical knowledge</b>	<p><b>Textiles:</b></p> <p>0-3: To understand that fabrics are softer than solid materials</p> <p>3-4: To understand that different fabrics can feel different (different textures)</p> <p>To understand that fabrics can be lots of different colours and patterns</p>	<p><b>Textiles:</b></p> <p>To explore different ways to effectively join materials e.g tape, glue, stapling (with adult supervision).</p> <p>To know how to safely use a pair of scissors to cut out their design.</p>	<p><b>Textiles:</b></p> <p>Understand how simple 3-D textile products are made, creating a template to produce two identical shapes.</p> <p>Apply existing knowledge to join fabrics using different techniques (glue and stapling)</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, sequins, buttons and ribbons.</p> <p>Use technical vocabulary relevant to the project.</p>	<p><b>Textiles:</b></p> <p>Understand how to join fabrics using different techniques (running stitch/over stitch)</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins and ribbons</p> <p>Know and use technical vocabulary relevant to the project.</p>
	<i>fabric, different, colours, textures, softer, rougher</i>	<i>glue, cut, stick, tape, colour, joining, fabric</i>	<i>materials, design, tools, scissors, template, glue, staple, cut</i>	<i>marking out, cutting, joining, recycling, finishing, gluing, stitching, design</i>
	<p><b>Structures/Mechanisms:</b></p> <p>To explore different ways to join materials</p> <p>To understand how to fold and manipulate materials</p> <p>To explore different materials</p>	<p><b>Structures/Mechanisms:</b></p> <p>To understand how to make a split pin mechanism.</p> <p>To explore using different materials and using a split pin effectively to create a working mechanism.</p> <p>To explore and understand how to join different materials effectively.</p> <p>To know how to safely use a pair of scissors to cut out their design.</p> <p>To collaborate with peers and sharing ideas and findings.</p>	<p><b>Structures/Mechanisms:</b></p> <p>Understand and use lever and linkage mechanisms.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Use technical vocabulary relevant to the project.</p>	<p><b>Structures/Mechanisms:</b></p> <p>Explore and use wheels, axles and axle holders.</p> <p>Be able to distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p>

	<i>glue, cut, join, decorate, fold</i>	<i>mechanism, split pin, cut, stick, card, materials, fold, textures, construct, stronger,</i>	<i>design, levers, sliders, rotate, push, split pin, fix,</i>	<i>card, paper, wood, join, cut, wheels, axels, buggy, tools, performance, movement</i>
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Cooking and nutrition

**Cooking:**

Birth – 3 years

Explore different materials, using all their senses to investigate them.

Use their imagination as they consider what they can do with different materials.

3-4 years

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

To explore different textures

**Nutrition – Birdfeeder fat balls:**

Birth – 3 years

**Cooking:**

Choose different types of ingredients e.g type of ingredients they will include

To use the correct tools to make their food item

To follow teacher led instructions when making their food item.

**Cooking:**

Design appealing food product based on simple given design criteria.

Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.

Communicate these ideas through talk and drawings.

Select and use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.

Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Successfully mix the ingredients and prepare for cooking.

**Cooking:**

Develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

Communicate these ideas through talk and labelled diagrams.

Select and use simple utensils and equipment to e.g. weigh and mix

Select from a range of ingredients according to their characteristics e.g. texture and taste to create a chosen product.

	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>			
	<p><i>cut, fruit, textures, taste, sweet, sour, seeds, fat, nuts, string, set, hang</i></p>	<p><i>bread, jam, butter, cut, slice, spread</i></p>	<p><i>healthy eating, fruit, five a day, chocolate, cocoa, slice, cut, mix, squeeze, grate</i></p>	<p><i>bread, baking, mix, knead, flour, smell, taste, utensils, product, appealing, ingredients</i></p>

